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ABSTRACT

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph reviews the curriculum design process for CETA programs and skill centers. A basic design model is illustrated. The locked step or block curriculum is examined and its advantages and disadvantages for CETA clients are compared. Other curriculum models discussed are the "equal parts" curriculum, regression/progression (academic emphasis), regression/progression (skill emphasis), and flexing curriculum. Curriculum organization and evaluation are also reviewed. (CT)

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Curriculum Designs for CETA Service Recipients

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Forward

Since the enactment of the Comprehensive Employment and Training Act (CETA), 1973, there has been a continued need to develop cooperative relationships between (1) local prime sponsors, (2) public and private educational institutions, and (3) community based organizations. While this concern seems to exist for a variety of reasons, it is commonly recognized that poor communication is a major barrier to effective cooperative relationships in Employment and Training (CETA). This problem continues as little information has been disseminated providing ideas or models for the collaboration of efforts in the employment and training field. The provisions of both CETA and the Vocational Education Act of 1976 have noted this problem.

Recently, the Virginia Governor's Employment and Training Council funded a three phase project titled: "Inservice, Technical Assistance, and Information Dissemination Service for CETA/Education Linkages." One phase of this project provided for the development and dissemination of twelve monographs. The monograph series addresses various topics in the area of CETA/Education Linkages. The purpose of the monographs is to provide those individuals interested in the development and implementation of CETA/Education Linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs.

Curriculum Designs for CETA Services Recipients

Introduction

In any educational process, the design of the curriculum plays a significant role in determining program success or failure. While it would be difficult to argue that bad programs are always the result of poor curricula, it is safe to assume that good programs are the result of strong curricula. Inasmuch as the curriculum plays such a significant role in the program's total effectiveness, a quick review of the concept behind curriculum will identify its impact on the CETA professional.

Depending on the source, there are a variety of definitions for curriculum and programs. Some individuals even choose to use these terms synonymously. Since it is not our purpose to debate the issue, the following definitions will be used. Curriculum is the sum total of all program experiences designed to provide the learner with appropriate and relevant knowledge in a broad area to meet a specific goal. Program refers to specific activities/experiences organized in a logical manner, the sum total of which comprise a curriculum. Thus the curriculum, Automotive Maintenance Technician, would include the following programs: Automotive Tune-up, Brake and Front End Alignment, Power Train Components, Engine, Electrical System, and Fuel System. Likewise, the curriculum, Aircraft Maintenance Technician, would contain programs for Fuel System, Radio/Communication/Navigation, Powerplant, Airframe, Hydraulic System, and Sheet Metal.

With the above clarification of terms the immediate reaction may be, so what? As CETA professionals the focal point for all operations is the client. Administrators are concerned with funding in order to continue to operate skill centers and provide the clients with needed job skills, Counselors' efforts are aimed at identifying interests, attitudes, deficiencies, strengths, and

weaknesses of clients. Adult Basic Education instructors (ABE) are concerned with providing clients with programs of remediation. And finally, instructors are concerned with utilizing effective instructional techniques which lead to mastery of essential occupational skills. While these concerns may start from different locations, the focal point remains the clients. The development and implementation of a planned curriculum is necessary to increase the effectiveness of CETA professionals.

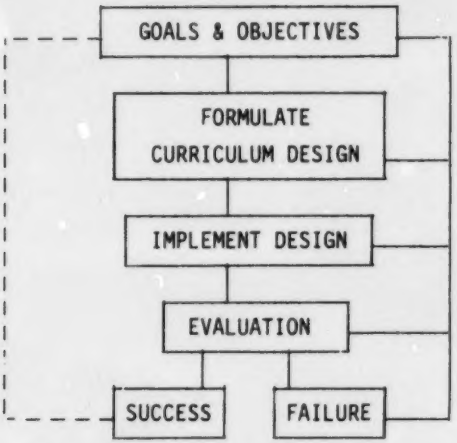
The importance of the curriculum in the daily operation of skill centers and other CETA programs mandates that all those involved become aware of two facts. First, each CETA professional should become familiar with various curriculum designs. One need not become an expert in each design but rather be aware that many designs do exist and each curriculum design has unique characteristics. Second, it is essential that CETA professionals also familiarize themselves with the process used in designing a curriculum. While various curriculum designs currently exist, there remains the possibility that none is appropriate for specific needs. By understanding the process used in designing curricula, the CETA professional has the skills needed to either revise existing plans or to generate new ones. It must be remembered that the unique characteristics of the CETA client mandate that non-traditional curriculum designs be developed and implemented (Impacts of YEDPA, 1978).

Inasmuch as knowledge of various curriculum designs and processes in designing curricula are equally important, a review of pertinent points associated with each is in order. This review will be followed with a discussion of specific curriculum designs appropriate for CETA clients.

The Curriculum Design Process

Before beginning the review of the curriculum design process, it is essential to remember one important point -- there is no single, simple formula for curriculum planning. Any such presumption would be a dangerous oversimplification of a highly complex field (Saylor and Alexander. 1974, p. 1). However, a basic design model is illustrated below to acquaint the reader with the essential elements of curriculum planning.

Figure 1



In this model, the design provides the CETA professional with a wealth of information. If the evaluation indicated success in attainment of goals and objectives (the broken line), the professional returns to the beginning and is ready for the next group of learners. Should the evaluation indicate failure (the solid line), the professional will need to examine each of the design components to identify troublesome areas contributing to the failure. This simple model is easy to recall if one remembers

that the purpose of the curriculum and related program components is to provide the client with transferable skills that can be documented upon program completion.

When designing any curriculum it is important to remember the purpose behind the procedure. Doing so provides the individuals with an agenda for their efforts. "The curriculum design plan ultimately anticipates the entire range of learning opportunities within the domain of (the) population, or at least the points of further planning" (Saylor and Alexander, 1974, p. 41). More specifically, the design itself consists of the "... particular shape, framework, or pattern of learning opportunities; thus for any particular population the scope and type of learning opportunities identify a curriculum design" (Saylor and Alexander, 1974, p. 189).

Curriculum is a broad topic; consequently, there is no one specific procedure to follow. Rather the individual should work at designing the process based on goals and objectives to meet individual client strengths and weaknesses. This is not to say curriculum designing is a haphazard affair. Certain guidelines can be followed to make the total process as organized as possible. Saylor and Alexander (1974) have suggested the following six steps be used as an outline for both the beginning and experienced curriculum designers.

1. Consider basic factors about a particular population for which curriculum planning is in progress.
2. Identify subgoals for each set of broad goals and related learning opportunities constituting a domain.
3. Identify possible learning opportunities appropriate for each domain and its subgoals.
4. For each domain settle on one or more designs.

5. Prepare tentative design specifications.

6. Identify implementation requirements.

Since the purpose of a curriculum design is to serve as a framework for the organization, implementation, and evaluation of the curriculum, the planners must use existing designs and tailor them for individual needs. By following the suggested six steps and remembering that no one design will meet all existing needs, the planners will be able to:

1. Identify their major goals,

2. Design specific learning activities to meet these goals,

3. Develop appropriate, or suggested, instructional methods, and

4. Plan an effective evaluation system designed entirely around the originally stated goals.

Questions considered by the designers to accomplish their objectives may include (1) What does the client already have? (2) What is the client's potential? (3) What does the client need to know? (4) Where can this information be found? (5) How should it be presented? and (6) Was the client successful in learning what was needed? Unless the designers are successful in finding the answers to these questions it will be difficult, if not impossible, to suggest learning activities which are appropriate for the competencies and skills of the individual client. In essence, we should not use subject material to identify objectives but rather use the objectives as basis for identifying and determining content to be taught and materials to be used.

As with any other type of planning, whether it be for the yearly vacation, holiday activity, or daily routine; it is those things that are not considered which usually have the most significant impact in determining success or failure. Unfortunately

this same problem surfaces in designing a curriculum. While one can never eliminate the unexpected completely, it is the job of the curriculum designer to identify and consider as many related elements as possible. Failure to account for the unexpected which can cause deficiencies in any curriculum design is usually the result of other phases of curriculum activities, school/community services and the school's "hidden curriculum" to name only a few.

One way to minimize the total effect of these deficiencies is to always be cognizant of ways the school and community can maximize their potential. The designers must never lose sight of their goals and be willing to modify the current curriculum when necessary. This is especially true when one realizes that people are changing at a faster rate than ever before. Their basic skills, knowledge, attitude, and aptitude are being constantly molded as the world around them changes. As a result of these changes, the curriculum designer must be constantly searching for new and unique learning activities that can lead the client to slower changing goals.

Thus far a number of important points have been discussed. These include distinguishing between a curriculum and a program; seeing how curriculum design is important to all CETA professionals; identifying the purpose behind solid curriculum designs; understanding the basic process of designing a curriculum; and recognizing outside factors and the role they play in any curriculum design process. In addition, there are many different curriculum designs currently in use, each with built-in strengths and weaknesses. Let's now turn our attention to some of the more common curriculum designs found in CETA client training and discuss each in detail. Through this identification and discus-

sion, the curriculum designer is able to save time by not exploring the already conquered territory.

Curriculum Designs: Past and Present

It is now common knowledge that no one particular curriculum design can meet the needs of every education center. It is also known that within each design, modifications can be made to meet specific needs. With the widespread growth and popularity of employment and training programs throughout the United States, one can expect to find numerous designs in use. This section will address three questions.

1. What are the most common curriculum designs currently being used in employment and training?
2. What are the unique characteristics of each design?
3. What are the strengths and weaknesses of each design for the CETA client?

Locked Step or Block Curriculum

The locked step or block curriculum design has been used extensively in the past and continues to be used for both CETA clients and in-school youths and adults. This particular design assumes that little, if any, differences exist among the clients. Entering clients are considered to know very little about the curriculum in which they are enrolled; consequently, they are paced at the same rate through a predetermined series of courses in various programs. Advantages to the institution in using this design are easier scheduling of classes, of individual teaching loads, of facilities, and predetermination of planned exit points or graduation dates. A model of the block curriculum is presented in Figure 2 on page 8.

In the locked step or block curriculum model, students are only admitted at the beginning of each semester. Those not enrolling at the beginning of the year must wait until the start of the next

Figure 2

Locked Step or Blocked Curriculum Model

	First Semester						Second Semester						
1st Year	Course A-1	Course B-1	Course C-1	Course D-1	Course E-1	Course F-1	Course A-2	Course B-2	Course C-2	Course D-2	Course E-2	Course F-2	
	Third Semester						Fourth Semester						GRADUATION
2nd Year	Course B-3	Course C-3	Course D-3	Course E-3	Course F-3	Course G-1	Course C-4	Course D-4	Course E-4	Course F-4	Course G-2	Course H-1	

semester. Additionally, the clients are required to register for courses in a series. For example, A-1 must be taken prior to A-2 and this order cannot be altered because of the assumption that the basic knowledge and skills obtained in one course are prerequisites for the next. Failure of even one course requires that clients attend summer sessions if they desire to graduate by the end of the 4th semester.

The disadvantages to this curriculum design for CETA clients are obvious. First, with the wide diversity in knowledge and basic skills usually found in CETA clients, it cannot be assumed that their entry levels are equivalent. Remedial training to correct deficiencies prior to entering the first semester may be required.

Second, the basic design of the curriculum provides little flexibility for CETA clients either in scheduling or sequencing of their programs. Since higher level courses are designed and built upon the skills developed in lower level courses, the clients are required to enter a locked step series of courses and continue them until program completion.

Third this model only permits admittance at selected times during the year. The specific dates are linked to the particular academic calendar of the institution and not to labor market needs. Consequently, a CETA client desiring skill training to fill a job opening is at the mercy of the training center's schedule. Should a semester begin in September and a job become available in mid-October, the client is forced to wait until the beginning of the second semester, usually the following January, before beginning a training program.

Fourth, since this model is sometimes associated with formal degree programs, the CETA clients are required to take general education courses in English, history, economics, etc. along with their skill training. In many instances, this time delay permits

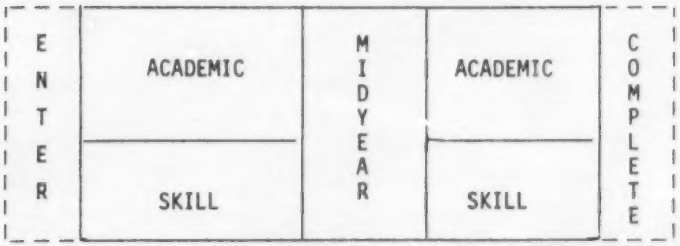
the job vacancy to be filled or the CETA client loses interest in learning the occupational skill.

"Equal Parts" Curriculum

The "Equal Parts" curriculum is another design found at both the secondary and post secondary level. The best example of this curriculum design is in secondary vocational education and is depicted below.

Figure 3

Equal Parts Curriculum Model



In this curriculum design, students are enrolled at specified intervals and receive a combination of both academic and skill training simultaneously. For the secondary vocational education student, this preparation occurs at either the same location, as in the case of comprehensive high schools, or in separate facilities, as in the case of area vocational schools. Regardless of the delivery method, the application of this model is usually based on a half-day delivery system. The student spends the morning session in skill preparation and the afternoon in academic training, or vice versa. This type of scheduling enables the school to meet the needs of a larger clientele. Other advantages may include a reduction in the number of faculty needed for staffing and cost benefits shared by school districts cooperating in building, equipping, and staffing the area vocational school.

Unfortunately this model has built-in disadvantages as well.

First, and perhaps the most obvious is that the skill training component is tied directly to the academic component, thus, a student is usually required to enroll in both components.

Second, these curriculum designs usually have little or no direct relationship between content taught in the academic component and knowledge required for occupational success in the skill component. The case of a trainee taking English composition as a requirement for completing a welding program is an excellent example. While the implication is not that English composition is of little value to the CETA client, it does seem clear that in many instances the composition course is not relevant to the client's needs. To motivate the client, the English composition instructor must show the client how the composition course complements the skill training, thus increasing the client's job opportunity.

Third, it must be remembered that the majority of CETA clients experienced failure in formal education. Had they not done so, their chances of remaining in school and graduating would have reduced their chances of becoming a CETA client. In this particular design, where equal emphasis is placed on the academic and skill components, the CETA clients are placed into a situation similar to the one they quit. In essence, the clients are immediately faced with another potential-failure experience. Fortunately, institutions are now changing this design to meet the specific skill training needs of the CETA client. This modification enables the institution to generate classes composed entirely of CETA clients and to award certificates rather than degrees upon program completion.

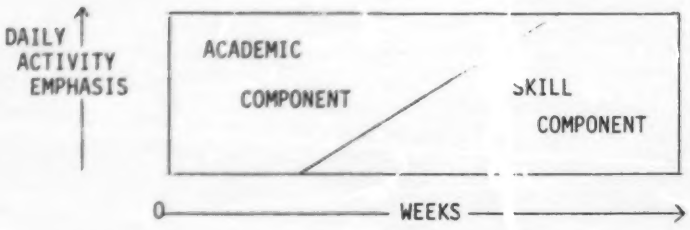
Regression/Progression (Academic Emphasis)

Being aware of the strengths and weaknesses of both the blocked and "Equal Parts" curriculum and realizing that these

designs were not always successful for the CETA clientele, curriculum designers sought a new design. The product of these efforts was the regression/progression (academic emphasis) design.

The principle behind this particular design was not only simple, but it seemed to include the best of both worlds. It satisified the academicians and their concerns for related courses; while at the same time satisfying the "skills" people by using skill development as a motivational technique. An illustration of this particular model is given below.

Figure 4
Regression/Progression Design
(Academic Emphasis)



The implementation of this model was simple. Basically, the CETA client would enter a program and spend the first few weeks in an academic, or classroom setting. Among the purposes of activities in the academic setting were to 1) identify and initiate individual programs correcting deficiencies; 2) start the client into academic programs required for program completions; or 3) provide the client with the opportunity to obtain a G.E.D. All three are needed and are worthy of the time required. With some instructor creativity, the clients could be motivated to the point where they would continue in the program until the skills component was gradually phased into existence. Another advantage of

this model was that the clients could see that once they began their skill component the academic emphasis would continually decrease until it ceased to exist.

Unfortunately this design was not as practical as originally anticipated. The past failures experienced by CETA clients turned them off before they had advanced far enough in their programs to enter the laboratory. Even those classroom sessions relating to their occupational training did not fare well. The clients were not as concerned about the theory of an automotive fuel system as they were in the practical application of replacing and repairing defective components in an auto repair shop.

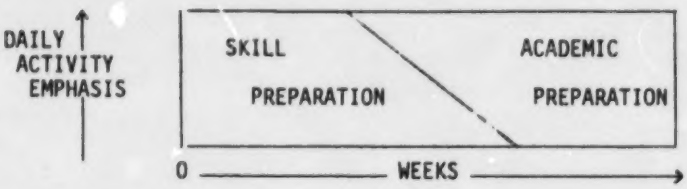
In spite of these deficiencies, many CETA instructors supported the design. Their thinking was that the classroom theory was essential prior to permitting the clients the use of laboratories and shops. If the theory component were not placed first, shop activities would have little value since the clients would not be able to fully understand the importance of the tasks they were doing. While they may be able to replace a fuel filter they would not know why the filter needed changing. Consequently, training programs without theory would not produce automotive technicians but merely automotive parts changers!

Regression/Progression (Skill Emphasis)

The Regression/Progression (Skill Emphasis) curriculum design was in part created to overcome some of the deficiencies inherent in the other designs. Capitalizing on the CETA client's interest in skill development and disregard for academic development, the Regression/Progression design emphasized the skill component immediately. The principle behind this design was to maintain interest through skill training while gradually imple-

menting the related academic areas. This model is depicted in the illustration below.

Figure 5
Regression/Progression Design
(Skill Emphasis)



Implementation and intent of this particular design was relatively uncomplicated. The clients would be admitted and immediately be placed in the skill training component. Regardless of the occupation, the trainees would be assigned activities in the laboratories to create and generate motivation. The immediate hands on approach gave them a sense of job reality. Gradually, the academics would be phased into the client's program; eventually becoming the total component.

While not as severe as other designs, the Regression/Progression model also had built in deficiencies. The total emphasis on skill development at the initial stage was successful in creating motivation. One drawback, however, was that trainees usually had deficiencies that prevented anything but even the most simple activities to be conducted. As a result, the majority of the initial training was either very elementary or superficial in nature.

A second drawback to this design was that it encouraged clients to drop out prior to program completion! This was indeed a unique phenomenon since the curriculum was intentionally designed to encourage attendance and program completion! How then

did this occur? One explanation is that the initial emphasis on skill acquistion gave clients a false sense of accomplishment. As the length of the program increased the clients could see that less and less time was being spent on developing skills. Could this mean that there was only a little left to be known? Many clients felt the answer to this question was yes. Desiring unsubsidized employment, and not wanting to compete with other graduates for a few select jobs, they eagerly withdrew from their program feeling they had conquered it all.

Even for those few clients uncertain as to whether they could develop additional skills, the fast emerging academic component was creeping into their program. The client had previously experienced failure in academic subjects and had no desire to go through it again. It didn't take long for the mad rush to begin, searching for employment and life long security.

The curriculum designers of CETA programs soon realized their mistake. Something had to be done to curb the potential mass exodus. A better design was needed, and needed soon, if their programs were to continue.

Flexing Curriculum

Thus far four specific curriculum designs have been discussed. The first two, Blocked and Equal Parts, had obvious disadvantages, especially when applied to CETA clients. Disadvantages included lack of flexibility, built-in course regimentation, and the appearance of being totally academic.

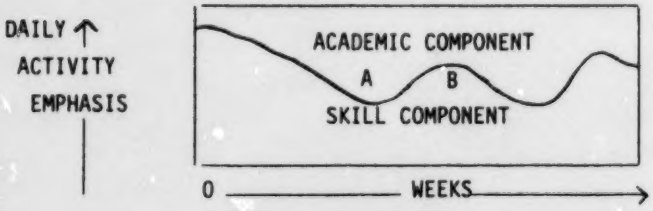
The Regression/Progression design (Academic Emphasis) and the Regression/Progression (Skill Emphasis) were similar in nature with the exception of interchanging the skill and academic components. These designs also had inherent flaws. Either the clients were dropping out prior to entering skill preparations or were

withdrawing possessing some degree of skill but not possessing sufficient theoretical knowledge to support these skills.

A solution to these problems was thought to be found in the Flexing Curriculum design. The major strength to this particular design was the integration of both the skill and theory component in a non-threatening manner for the client. A model of this curriculum is provided below.

Figure 6

Flexing Curriculum Design



With this design the curriculum became flexible to meet the individual needs of clients. Upon entering, the clients' program would be comprised primarily of skill acquisition but would also include the theory. As the clients continued through their program, the skill component was gradually but subtly reduced to a point where the client was spending more time with theory than in the shops (point A). As the client tired of the theory the instructor could gradually change the emphasis of the class to a point (B) where skill training, and not theory, comprised the majority of the client's program. This pattern would be continued until the client had successfully completed the curriculum.

Some advantages to this particular design were rather obvious. First, there was not the complete separation of components which occurred in the Regression/Progression Model. Second, the in-

structor had the ability to flex his curriculum at any particular point, which encouraged the tailoring of instruction to individual client needs. And third, once acquainted with this particular model, the instructor could develop instructional skills to the point where the client would assume any shift in emphasis was both expected and needed! They could see that the theory behind troubleshooting an ignition system is only needed (relevant) if the immediate opportunity exists for troubleshooting an ignition system! What better way was there to stress the significant relationship between the two.

Like other curriculum designs this one also lacked perfection. To use this design effectively requires that the instructor be both a detective and manager. The instructor has to be sensitive to early signs of boredom and frustration of the client in one component and respond by moving immediately, but gradually, into the other component. Identifying client frustration in the theory component was easy as clients often disliked it from the beginning. A more difficult job was identifying when a client was "burnt out" in the shop and needed to return to the theory component to progress. After all, the clients enjoy working with their hands and are reluctant to return to the classroom for more reading or listening to lectures!

The biggest problem associated with this particular design is in the area of classroom management. The instructor must be able to manage the classroom so that individual client needs are constantly considered to increase the motivation associated with learning. In many instances this involves the use of various instructional methodologies. One particular methodology that works well in this design is a competency based approach re-

quiring each client to demonstrate specified competencies prior to program graduation. Instructors utilizing the competency based approach frequently incorporate the use of modules. The use of modules is optional and is only one of the vehicles that can be used in a competency based situation.

Thus far, five different types of curriculum designs used for programs that serve CETA clients have been identified and discussed. Not only may there be others but specific components within each of these may be combined thus creating an array of new designs. The potential list of designs could run on and on.

The purpose of this monograph is not to provide an exhaustive listing of curriculum designs but rather to identify some of the major designs used in the past. With these designs serving as a background, the major points that should be considered by curriculum designers when developing new designs or modifying existent ones will be discussed.

Points to Remember

In many instances the composition of the physical facilities, geographic area of the service area, the industrial/business composition of the service area, and the background of the clients and instructors have great variability from location to location. Additionally, the philosophy of the administrators, instructors, and training center may also vary. Because of these differences, it is assumed that curriculum designs and program components are not readily transplanted without some degree of revision or modification. Realizing the necessity for change, it is important to identify some of the curriculum and program traits that are not generally recognized as being successful. In reviewing these various traits one should remember that the key to any curriculum is to design it to be work related and job oriented (Pressley and McGraw, 1978).

Ineffective Curriculum Designs

One program component common to many curricula is work experience. While it is generally assumed that work experience is an important part of all skill training, part-time work experience gained during skill training is generally viewed as ineffective (Miles and Henry, 1974). One suggestion to eliminate this shortcoming may be to develop a design using classroom training as simulated on-the-job training for the occupation (Pressley and McGraw, 1978).

A second area of concern in curriculum design is in the area of counseling. Numerous CETA programs have extensive counseling services. To argue for their elimination would be foolish. Unfortunately there are many who perceive counseling to be a weak link because of the emphasis on occupational success. Research has shown, however, that no direct relationship exists between a high degree of client counseling and occupational success, especially if the counselor has little or no experience (Wirte, 1975; Walther, Magnusson, and Cherkadky). As a result of these and other studies, the counseling component should be screened carefully for its direction.

Curriculum designs emphasizing program components of skill training have also been singled out for review. While skill training is important, it has limited application to future client success (Walther; Taggart). Hoyt (1978) suggested that curriculum designs composed completely of remediation and related comprehensive services also fail to prepare the client for productive employment.

Transition services, those program components designed to move the client from an educational environment to a work environment, must also be reviewed carefully. Regardless of the efforts placed on this component it is unlikely that they can be effective

in offsetting negative attitudes, values, abilities, characteristics, and backgrounds (Reubens, 1979). It is a documented fact that many of today's youths and adults are isolated from life experiences (Hobb, 1976). Its seriousness is magnified since some CETA clients enter the labor market before their college educated counterparts. If the client is to be successful in a world of work it is essential that transition services are designed to include job information and career awareness (Mangum, 1978).

Another ineffective program design involves placing drop-outs back into a traditionally structured educational environment (Hoyt, 1978). To do so would first necessitate overcoming a previous failure associated with a traditionally oriented educational environment.

Effective Curriculum Designs

Just as there are specific program components that should not be used in curricula designed for CETA based on their lack of documented effectiveness; other program components should be reviewed closely for possible implementation based on previous success. Let's review some of these program components and briefly identify their advantages to the CETA client.

Miles (1973) has identified eight different program components as being ideal to include in curricula designed for the CETA services receipient. These are

1. Open-entry/Open-exit
2. Modular learning units
3. Diagnostic/perscriptive instruction
4. "Building on Success" models
5. Self-paced instruction
6. Goal setting
7. Utilizing errors as feedback
8. Discipline and Positive Program atmosphere

In addition to these specific program components, Hoyt (1978) suggested the following also be included in any curriculum design:

1. Avenues to increase educational attainment,
2. Directed work experience related to vocational objectives,
3. Increased knowledge of labor market needs and world of work understanding,
4. Vocational education coupled with systematic career counseling,
5. Programs specifically designed to increase coping skills, and
6. Reward systems designed and based on individual accomplishments. (p. 6-7)

Obviously it is the curriculum designer's responsibility to know those program components having the greatest success. The difficulty comes when arranging these specific components into a design that provides a workable curriculum plan for the wide array of CETA clients having both long term goals and short term objectives (Saylor and Alexander, 1974).

The Curriculum : As A Process

The potential of a curriculum is only as great as the quality of its content, organization, and evaluation. Consequently let's discuss some of the procedures that should be considered when designing a curriculum for the CETA service recipient.

Content

The content of the curriculum is as varied as its location and amount of direct or indirect input. The varied nature of each specific curriculum makes it impossible to use any particular one as the best model. There are, however, a number of important content components that should be included in every curriculum. The first component should be assessment, the second skill training, and the third should be work experience (Mangum, 1978). If

properly organized and conducted, the client is ensured of obtaining the necessary remediation, social skills, work exploration and related skill/attitude development needed for future employment success.

Relevant academic preparation should also be included in any curriculum design. This applies to those curricula providing the G.E.D. option as well as those not providing the option. It must never be assumed that academics is separate from skill training. Just as increased technology has mandated that a higher level of skill be achieved by the CETA client, it has also mandated that academic preparation be an important vehicle to help the client achieve these skills.

Carefully organized, supervised, and controlled work experience is a third component that should be included in all curriculum designs. The importance of work experience has brought about the emergence of the extended day, thus making it available to clients on an individual basis. Work experiences are scheduled in either the morning or afternoon and can be effective in discouraging program dropouts. These programs are sometimes tied with academic credit for those clients or programs so inclined. The variations of the work experience component award credit whether the experience was gained prior to or during the skill training component.

Even though a variety of existing curricula currently use the work experience component it should be remembered that there are also some dangers associated with this approach. The decision to include or exclude this component as well as its depth must be made by all those involved in the personal and skill development of the CETA client. Should the decision be made to include the work experience component, it should be structured so as to provide the

clients with the opportunity to find out what it is they really want to do.

In addition to these three components, Mangum (1978) reported findings of other components as well. These include:

1. Identification of vocational options
2. Identification of individual desires and abilities relating to these options
3. Developing essential coping skills
4. Acquiring necessary job prerequisite skills
5. Developing job seeking skills
6. Creating career awareness.

It should be remembered that persons knowing more about the world of work have a better chance at higher salaries and job market success (Parnes and Kohen, 1976; U.S.D.O.L.)

Curriculum Organization

A major consideration when organizing any curriculum is to build in motivation. This is especially critical for CETA clients who probably have had a series of previous failures. In an effort to [illegible]e and maintain client motivation, programs should include two important ingredients: positive program atmosphere which uses constant reinforcement to promote desired behaviors, and success models that stress success and not failure as being part of the norm.

To increase the effectiveness of these two components one should possibly consider the competency based education (CBE) approach. With CBE, the clients are given the responsibility for managing their own learning. One successful technique encouraging clients to assume this management role is the use of learning modules. By identifying those skills important for occupational success in advance, clients are able to see the

value and relevance of their daily activities thus increasing the potential for self motivation. Specific recommendations for implementing a CBE program within a curriculum are contained in the monograph entitled "Open-Entry/Open-Exit Competency Based Programs."

Curriculum Evaluation

Evaluation is probably one of the most important factors to be considered in curriculum designing. Without the evaluation process, the curriculum designers have no way of knowing if their efforts were successful; consequently, there is no logical basis for change and/or modification. Specific recommendations for evaluation and its application to CETA programs is the purpose of another monograph, "CETA Programs and Effective Evaluation." There are, however, valid questions that curriculum designers should keep in mind concerning evaluation if they are to develop a comprehensive design. Pressley and McGraw (1978) include the following questions:

1. Were there jobs at the end of the client's training?
2. What kind of post graduate wages were received?
3. What was the quality of the job?
4. Did the client stay on the job?
5. Who participated in the classroom training?
6. Was the program cost justified?

Provided with answers to these questions, the curriculum designer can make the decisions necessary for identifying curriculum goals and objectives (See model on p. 3).

Summary

Pines and Morlock (1977) suggest the following criteria to serve as a guide in the process of designing curricula:

1. Clearly identify goals and objectives for accountability,
2. Develop evaluation designs based on measurable objectives,

3. Strive to maintain a well designed administrative structure,
4. Continually review program content,
5. Carefully select and control external work sites,
6. Consider client payments as a conditioning process,
7. Use support services, and
8. Develop detailed work plans.

Obviously the responsibility for designing a curriculum is not an easy one. There are a multitude of both internal and external factors that must be recognized and considered. The difficulty associated with the curriculum design process makes it even more important. To be successful takes time, patience, thinking and above all determination.

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